

HANDWRITING

Letter (manuscript/ cursive) or connections:

Procedure (Handwriting):

1. Demonstrate/model; skywriting; moving from bigger to smaller. Child says letter name and/or key word and sound as he writes

VISUAL DRILL

Sounds: _____

Words to Read: _____

Procedures (Sounds):

1. Teacher shows card & child says sound

Correction:

1. Trace, ask for key word, show key word, isolate sound, trace/sound)

Procedures (Words):

1. Card deck or word list: child reads.

Correction:

1. Deletion/insertion of letters: ask for sound of 1st letter, then 2nd, blend the two, ask for 3rd, blend the three, etc.
2. Letter confusion: trace, ask for key word, show key word, isolate sound, trace/sound.

AUDITORY DRILL

Sounds: _____

Words to spell: _____

Procedures (Sounds):

1. Teacher says sound. Child repeats and sounds as he writes.

Correction:

1. Repeat sound. Ask for key word, say it, isolate sound, ask for letter name, then trace/write as sound *

Procedures (Words to Spell):

1. Teacher says word, student repeats, student fingerspells, sounds as he writes. Then reads the word.

Correction (3 types of errors):

1. "What you spelled is __, the word is __. Repeat." Fingerspell. Isolate problem. Ask for sound and letter. Sounds as he writes.
2. Ask or remind about rule.
3. Visual correction for reversals, etc.

* Alternate procedure: "What you wrote is //, my sound is //. Repeat. What letter makes that sound?"

REVIEW: PHONOGRAM

Words to Read or Spell: _____

INTRODUCTION OF NEW PHONOGRAM

Words to Read: _____

Words to Spell: _____

Procedures:

1. Teacher shows card, says sounds; student repeats and traces as he sounds.
2. Teacher notes letter name, explains kinesthetics, gives keyword, & notes position or place value.
3. Student writes as he sounds
4. Student reads words
5. Student spells words
6. Summary: child gives letter name, sound, key word, and position.
7. Student traces/writes as he sounds

CONCEPT (SYLLABICATION/SPELLING RULES)

Introduction/ Review (Spelling Rules): _____

Introduction/ Review (Syllabication - Syllable Types): _____

Introduction/ Review (Syllabication Division): _____

Procedures:

1. Spelling by Syllables: Teacher reads word, student repeats. Teacher asks for first syllable, student says it, fingerspells if needed, and sound as he spells. Teacher says word, student repeats. Teacher asks for 2nd syllable. Student says it, fingerspells, and sounds as he spells. Resynthesizes & reads word.

LEARNED WORD/MEMORY WORD/ RED FLAG WORD: REVIEW

_____	Procedures: <ol style="list-style-type: none"> Teacher says word, student repeats, writes 3 times as he says letter names (says word after writing)
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LEARNED WORD/MEMORY WORD/RED FLAG WORD: INTRODUCTION

_____	Procedures: <ol style="list-style-type: none"> Teacher writes word on board or large card. Says word and letters Student repeats. Copies and says letter names as he writes, & reads word. Student writes it 3 more times saying letters and reading word after each time he writes it. Student closes eyes and traces in air as he says letter names. Quiz: cover word and child spells and checks (letter by letter).
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*Generally one learned word a lesson

DICTATION OF PHRASES/SENTENCES

1. _____	Procedures: <ol style="list-style-type: none"> Teacher says sentence or phrase. Student repeats. Teacher may ask for number of words in the sentence. Teacher reads 1st phrase again and again as student writes. Teacher reads 2nd phrase, etc. Teacher reminds students regarding punctuation/capitalization Student reads sentence he spelled.
2. _____	
3. _____	
4. _____	
	Correction: <ol style="list-style-type: none"> Auditory correction Rule reminder Visual correction: b/d, learned word

READING

ORAL: _____ _____	Procedures: <ol style="list-style-type: none"> Child reads orally: use finger or card for tracking. Correct mistakes and read sentence again for fluency; note pause for periods and comma.
SILENT: _____	